



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 10971300  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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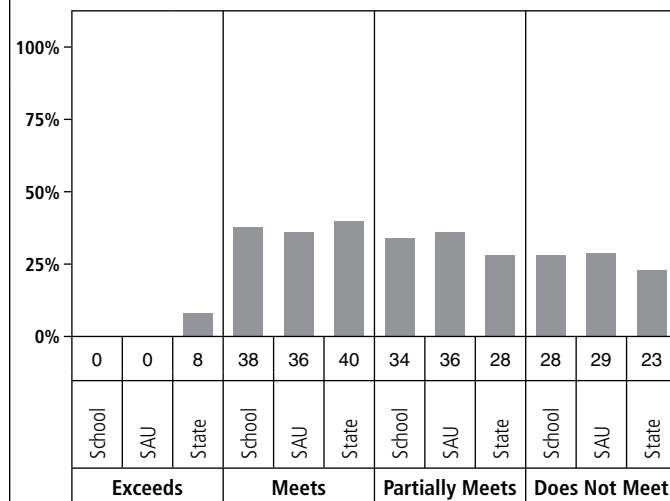
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

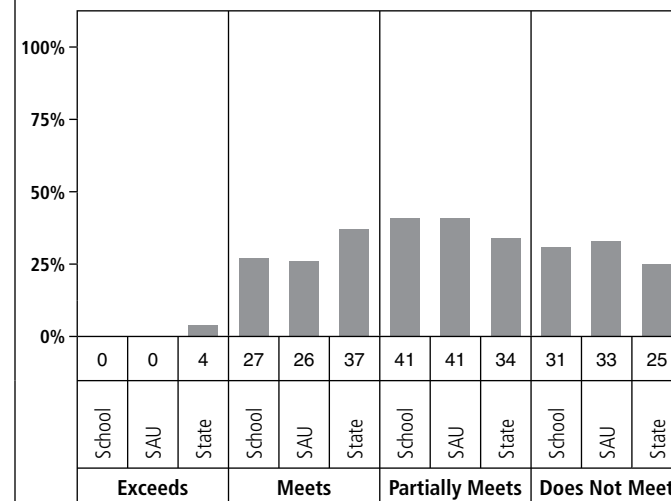
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1141 1137	1142 1136	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1141 1137	1142 1138	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1144 1139	1144 1138	1141 1140
<b>Science</b> 2007–2008	1139	1139	1141

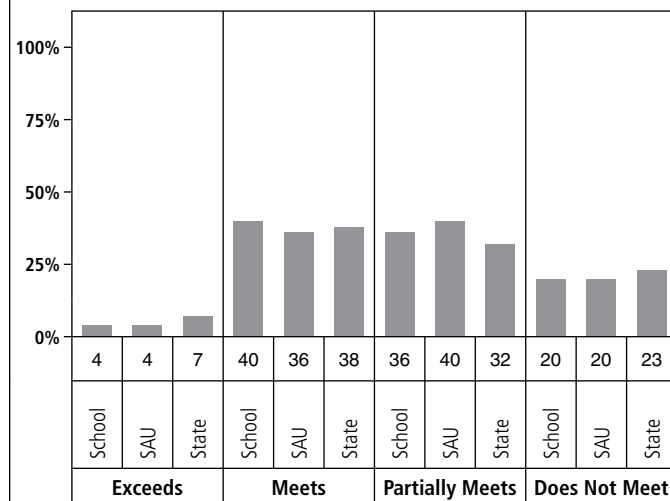
## CRITICAL READING



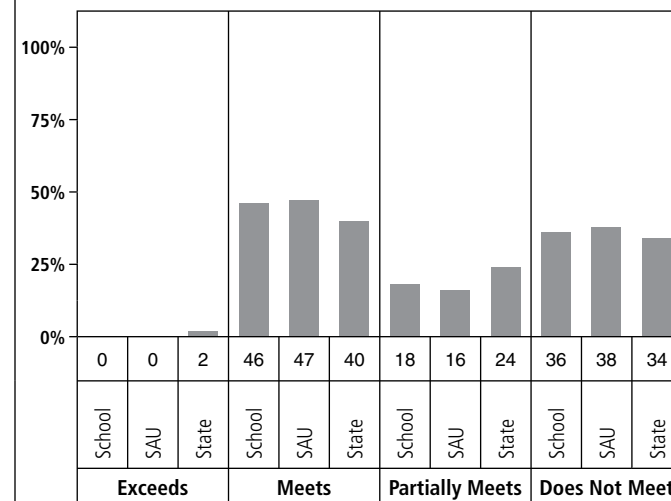
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	51	100	46	100	15604	100	50	98	45	98	14875	96	51	100	46	100	15165	97	50	98	45	98	14869	96	50	98	45	98	14961	96
Ethnicity African American/Black	0	0	0	0	305	2	0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	0	0	0	0	215	1	0	0	0	0	194	90	0	0	0	0	202	94	0	0	0	0	194	90	0	0	0	0	200	93
Hispanic	1	2	1	2	140	1	1	100	1	100	118	84	1	100	1	100	123	88	1	100	1	100	118	84	1	100	1	100	120	86
Caucasian/White	50	98	45	98	14841	95	49	98	44	98	14207	96	50	100	45	100	14457	98	49	98	44	98	14202	96	49	98	44	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	9	18	8	17	2247	14	8	89	7	88	2065	93	9	100	8	100	2138	96	8	89	7	88	2060	92	9	100	8	100	2081	93
Current LEP	2	4	2	4	648	4	2	100	2	100	508	79	2	100	2	100	564	87	2	100	2	100	507	78	2	100	2	100	534	83
Economically disadvantaged	18	35	15	33	4028	26	17	94	14	93	3682	92	18	100	15	100	3831	95	17	94	14	93	3679	92	18	100	15	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	42	82	38	83	13042	84	43	84	39	85	13332	85	42	82	38	83	13042	84	42	82	38	83	13192	85
Identified disability (PET/IEP)	0	0	0	0	739	6	1	2	1	3	810	6	0	0	0	0	739	6	1	2	1	3	791	6
LEP	0	0	0	0	399	3	0	0	0	0	456	3	0	0	0	0	399	3	0	0	0	0	436	3
504 plan	0	0	0	0	196	2	0	0	0	0	204	2	0	0	0	0	196	2	0	0	0	0	201	2
Participation with accommodations	8	16	7	15	1623	10	8	16	7	15	1624	10	8	16	7	15	1625	10	8	16	7	15	1567	10
Identified disability (PET/IEP)	8	100	7	100	1117	69	8	100	7	100	1119	69	8	100	7	100	1119	69	8	100	7	100	1088	69
LEP	2	25	2	29	93	6	2	25	2	29	93	6	2	25	2	29	93	6	2	25	2	29	83	5
504 plan	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	58	4	0	0	0	0	55	4
Other	0	0	0	0	367	23	0	0	0	0	366	23	0	0	0	0	367	23	0	0	0	0	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	1	2	1	2	693	4	0	0	0	0	399	3	1	2	1	2	699	4	1	2	1	2	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	2	3	2	3	1079	7
	2006-2007	4	7	4	8	1168	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	6	4	6	4	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	26	42	25	42	5697	38
	2006-2007	26	45	24	47	5714	38
	<b>2007-2008</b>	<b>19</b>	<b>38</b>	<b>16</b>	<b>36</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	71	42	65	42	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	26	42	25	42	4772	32
	2006-2007	12	21	10	20	4728	31
	<b>2007-2008</b>	<b>17</b>	<b>34</b>	<b>16</b>	<b>36</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	55	32	51	33	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	8	13	7	12	3595	24
	2006-2007	16	28	13	25	3444	23
	<b>2007-2008</b>	<b>14</b>	<b>28</b>	<b>13</b>	<b>29</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	38	22	33	21	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	0	0	19	38	17	34	14	28	1137	45	0	36	36	29	1136	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	0										0						192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	49	0	0	19	39	17	35	13	27	1137	44	0	36	36	27	1137	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	1	13	7	88	1118	7	0	0	14	86	1119	1823	1	9	24	65	1126
No	42	0	0	19	45	16	38	7	17	1140	38	0	42	39	18	1139	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	2										2						488	3	22	24	52	1132
No	48	0	0	19	40	17	35	12	25	1137	43	0	37	37	26	1137	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	17	0	0	7	41	3	18	7	41	1134	14	0	43	14	43	1134	3545	3	28	30	39	1134
No	33	0	0	12	36	14	42	7	21	1138	31	0	32	45	23	1137	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	50	0	0	19	38	17	34	14	28	1137	45	0	36	36	29	1136	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	29	0	0	11	38	9	31	9	31	1136	25	0	36	32	32	1136	7237	8	42	30	19	1142
Male	21	0	0	8	38	8	38	5	24	1137	20	0	35	40	25	1136	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	50	0	0	19	38	17	34	14	28	1137	45	0	36	36	29	1136	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	0										0						295	48	48	4	0	1161
No	50	0	0	19	38	17	34	14	28	1137	45	0	36	36	29	1136	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	1 0	2 0	1 0	2 0	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	24 14	41 27	21 12	41 26	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	20 21	34 41	19 19	37 41	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	13 16	22 31	10 15	20 33	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	51	0	0	14	27	21	41	16	31	1137	46	0	26	41	33	1138	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	0										0						200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	50	0	0	14	28	21	42	15	30	1138	45	0	27	42	31	1138	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	0	0	9	100	1126	8	0	0	0	100	1129	1896	0	8	22	70	1130
No	42	0	0	14	33	21	50	7	17	1140	38	0	32	50	18	1140	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	2										2						545	3	16	28	53	1135
No	49	0	0	14	29	21	43	14	29	1138	44	0	27	43	30	1138	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	18	0	0	5	28	6	33	7	39	1135	15	0	27	33	40	1137	3695	1	22	37	40	1136
No	33	0	0	9	27	15	45	9	27	1139	31	0	26	45	29	1138	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	51	0	0	14	27	21	41	16	31	1137	46	0	26	41	33	1138	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	29	0	0	7	24	11	38	11	38	1136	25	0	24	36	40	1137	7362	3	36	36	24	1140
Male	22	0	0	7	32	10	45	5	23	1139	21	0	29	48	24	1139	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	51	0	0	14	27	21	41	16	31	1137	46	0	26	41	33	1138	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	35	59	5	0	1158
No	51	0	0	14	27	21	41	16	31	1137	46	0	26	41	33	1138	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	2	3	2	3	952	6
	2006-2007	3	5	3	6	937	6
	<b>2007-2008</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>962</b>	<b>7</b>
	Cum. Total*	7	4	7	5	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	29	47	28	47	6055	40
	2006-2007	29	50	26	51	6167	41
	<b>2007-2008</b>	<b>20</b>	<b>40</b>	<b>16</b>	<b>36</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	78	46	70	45	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	28	45	27	46	4916	32
	2006-2007	19	33	16	31	4723	31
	<b>2007-2008</b>	<b>18</b>	<b>36</b>	<b>18</b>	<b>40</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	65	38	61	39	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	3	5	2	3	3221	21
	2006-2007	7	12	6	12	3227	21
	<b>2007-2008</b>	<b>10</b>	<b>20</b>	<b>9</b>	<b>20</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	20	12	17	11	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	2	4	20	40	18	36	10	20	1139	45	4	36	40	20	1138	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	0										0						192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	49	2	4	20	41	18	37	9	18	1139	44	5	36	41	18	1138	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	0	0	8	100	1120	7	0	0	0	100	1120	1825	1	7	23	69	1125
No	42	2	5	20	48	18	43	2	5	1142	38	5	42	47	5	1141	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	2										2						488	3	19	29	49	1131
No	48	2	4	20	42	18	38	8	17	1139	43	5	37	42	16	1138	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	17	1	6	6	35	3	18	7	41	1135	14	7	29	21	43	1134	3546	2	25	35	38	1134
No	33	1	3	14	42	15	45	3	9	1140	31	3	39	48	10	1139	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	50	2	4	20	40	18	36	10	20	1139	45	4	36	40	20	1138	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	29	1	3	14	48	8	28	6	21	1139	25	4	44	32	20	1139	7239	8	43	33	17	1142
Male	21	1	5	6	29	10	48	4	19	1138	20	5	25	50	20	1137	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	50	2	4	20	40	18	36	10	20	1139	45	4	36	40	20	1138	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						295	42	53	4	0	1159
No	50	2	4	20	40	18	36	10	20	1139	45	4	36	40	20	1138	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	0	0	0	0	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	23	46	21	47	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	9	18	7	16	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	18	36	17	38	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	5.56	37.1	5.61	37.4	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.43	45.9	6.25	44.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	4.90	35.0	4.87	34.8	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.28	48.3	6.22	47.8	6.59	50.7

**Cluster 1: Life Sciences**  
A. Classifying Life Forms  
B. Ecology  
C. Cells

**Cluster 2: Physical Sciences**  
E. Structure of Matter  
H. Energy  
I. Motion

**Cluster 3: Earth and Space Sciences**  
D. Continuity and Change  
F. The Earth  
G. The Universe

**Cluster 4: Nature and Implications of Science**  
J. Inquiry and Problem Solving  
K. Scientific Reasoning  
L. Communication  
M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Madawaska School Department  
School: Madawaska Middle/High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	50	0	0	23	46	9	18	18	36	1139	45	0	47	16	38	1139	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	0										0						199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	49	0	0	23	47	9	18	17	35	1140	44	0	48	16	36	1139	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	0	0	8	89	1130	8	0	13	0	88	1130	1879	0	11	17	72	1133
No	41	0	0	22	54	9	22	10	24	1141	37	0	54	19	27	1141	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	2										2						519	1	18	19	62	1134
No	48	0	0	23	48	9	19	16	33	1140	43	0	49	16	35	1140	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	18	0	0	7	39	5	28	6	33	1138	15	0	47	20	33	1139	3651	1	26	24	49	1137
No	32	0	0	16	50	4	13	12	38	1140	30	0	47	13	40	1139	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	50	0	0	23	46	9	18	18	36	1139	45	0	47	16	38	1139	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	28	0	0	8	29	6	21	14	50	1137	24	0	29	17	54	1137	7277	1	37	26	36	1140
Male	22	0	0	15	68	3	14	4	18	1142	21	0	67	14	19	1142	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	50	0	0	23	46	9	18	18	36	1139	45	0	47	16	38	1139	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	0										0						296	13	80	5	3	1152
No	50	0	0	23	46	9	18	18	36	1139	45	0	47	16	38	1139	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number